

Pupil Premium Statement Secondary 2022-2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Hathaway Academy
Number of pupils in school	732
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Fatima Rodrigues, Principal
Pupil premium lead	Kevin Dyke, Assistant Principal
Governor / Trustee lead	Stephen Sweeting, Chair of governing body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,670
Recovery premium funding allocation this academic year	£64,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,050

Part A: Pupil premium strategy plan

Statement of intent

Our intention at The Hathaway Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers as well as boys at Key Stage 3 and Girls at Key Stage 4. We will consider the challenges faced by vulnerable pupils, such as those who have external agency support and high levels of pastoral barriers to learning. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also supports plans for education recovery, notably in its targeted support through the external providers and programmes such as "My Tutor", "Impress the Examiner", "GLS" and "National Tutoring Programme" for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in accurate and relevant assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set and receive the same curriculum entitlement as their non-disadvantaged peers.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve ensuring "Know, Ask, Check" and "Pupil Premium First" is at the core of all actions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low level of Literacy on entry to Year 7. This reduces the performance and progress of all students in particular disadvantaged students in subjects such as English and Humanities as well as limiting the opportunity for age related expectation reading to be met throughout the Secondary education phase.
2	Low level of Numeracy on entry to Year 7. This reduces the performance and progress of all students in particular disadvantaged students in subjects such as Maths and Science as well as limiting the opportunity for age related expectation numeracy skills to be met throughout the Secondary education phase.
3	Low level of student aspiration and lack of cultural experience, in particular disadvantaged students' motivation to continue with academic study post 16. This can result in lack of engagement / desire to achieve in subjects and therefore reduced student outcomes / uptake for full range of Ebacc subjects at Key Stage 4.
4	Attendance rates and persistence absence for disadvantaged pupils are low in comparison to national and non-disadvantaged pupils across all Year Groups. This reduces their learning hours and causes them to fall behind in their educational milestones, thus reducing performance at the end of Key Stage 4.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	<p>By the end of 2023/24, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure has been rising and is at 21%.</p> <p>By the end of 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 38 • an EBacc average point score of 3.1 • achievement of basics 4+ at 50% and 5+ at 30%
Improved reading comprehension among	GLS National Group Reading Tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between the scores of disadvantaged pupils and

<p>disadvantaged pupils across Year 7-10.</p>	<p>their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement. Measured by a closing of the progress gap between disadvantaged and non-disadvantaged students within the academy.</p>
<p>Improved Numeracy Skills among disadvantaged pupils across Year 7-10.</p>	<p>Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English. Maths and Science. Measured by the students' progress 8 score in English Bucket, Maths Bucket, Ebacc Bucket and attainment % compared to targets for Basics Results 4+ and 5+.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged leading to raising of aspirations.</p>	<p>Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in. Measured by the % of students going onto further education, employment, training and taking part in extracurricular / outside activities as well as a reduced NEET figure for academy leavers.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by: The overall absence rate for all pupils being no more than national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by the same as national average.</p> <p>The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than national average.</p> <p>Also measured by an increase in the attendance of all students and a reduction in the persistent absence figure for whole academy.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£142,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of GLS full suite of standardised diagnostic assessments including Key Stage 3 Core, CAT 4, NGRT and NGST. Timetabled use each term to have maximum utilization. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. In addition, accurate tracking can be implemented to further promote progress across Year 7-10.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3.</p>
<p>Purchase and use Hegarty Math's, Sparks Math's Pin Point Math's and Satchel One Show My Homework.</p>	<p>Previous academic year groups level of engagement has been high using identified resources. All platform and resources mean that learning content and resources are easily accessible and able to be revisited. GAPS analysis in Maths mean link between assessment, homework and next steps thus providing effective use of feedback.</p>	<p>1,2,3</p>
<p>Review, evaluation and enhancement of teaching and curriculum planning in line with DfE KS3 and EEF guidance as well as KS4 specification requirements. Continuing Professional Development driven by Staff Inquiry Questions will allow time to research and embed key elements of the guidance in school, and to access required resources and CPD.</p>	<p>The DfE non-statutory KS3 guidance and KS4 specification requirements along with curriculum design and strategic planning has been produced drawing on evidence-based approaches. These approaches promote the development of sequential knowledge in pupils and the constant building and application of subject specific skills that develop the "Whole pupil".</p>	<p>1,2.</p>

<p>Purchase and use of targeted curriculum resources and provisions for disadvantaged pupils to ensure full access to teaching and learning and support within the classroom and outside of the curriculum.</p>	<p>Previous qualitative data has shown that disadvantaged students engage more with learning, raise their aspirations and have an increased self-value / want to achieve when certain academic resources are provided / support given such as revision materials, access to online resources etc.</p>	<p>1,2,3</p>
<p>Improving Reading and Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Continuing professional development and instructional coaching focussed on each teacher's subject area including whole academy approach / Key Line of Inquiry.</p> <p>It will continue to be implemented across all subjects being led by co-ordinators to bring specialist knowledge to each curriculum area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1,3.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing a targeted literacy intervention programme (literacy tool box) for all pupils with a primary focus on disadvantaged pupils who need additional help to develop writing skills and address spelling gaps.</p>	<p>Literacy strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Literacy comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.</p>
<p>Implementing a targeted reading intervention programme (Ruth Miskin</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability</p>	<p>1.</p>

<p>Read Write Inc) for all pupils with a primary focus on disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Core Subject Small Group intervention through use of HLTA with underperforming targeted disadvantaged and SEN students – Year 7-11. Students identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and students either reintegrated or continue.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3.</p>
<p>Engaging with the National Tutoring Programme (My Tutor) to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers with particular focus on holiday catch up sessions and extended day activities.</p>	<p>Previous cohort evidenced success with My Tutor in particular high attaining disadvantaged pupils. Tuition targeted at specific needs and knowledge gaps can be an effective method to support high attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4.</p>
<p>Use of external provider “Impress The Examiner” 2 day masterclass subject specialist workshops targeting underperforming pupils with priority numbers for disadvantaged pupils in all Ebacc subjects.</p>	<p>Previous cohorts evidenced success with “Impress The Examiner”, programmes are personalised and provide a comprehensive diagnostic, testing, therapy model that allows learning gaps to be addressed.</p>	<p>1,2,3,4</p>

Implementation of Year 11 Raising Attainment Project – to include weekly assemblies, mentor groups, rewards, targeted evenings and revision packages as well extended day period 7.	Previous cohorts have reported that Year 11 Raising Attainment Project helped with focus in exam years, gave a sense of belonging and motivation. Qualitative data from parental and student feedback forms during the academic year and progress evenings value this additional level of support.	1,2,3.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£55,123**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective implementation of careers education through Year 7-11 including development of character and resilience programme, RSHE curriculum, Post 16 Pathways Interviews (Year 10 / Year 11), Kudos Software usage all Year Groups and CPD of all staff.	In line with Gatsby Benchmarks, a well planned out progressive and meaningful CIAG programme can raise student aspirations and reduce the chances of individuals becoming NEET. Ongoing qualitative data from students and tutors across all year show that students value the character and resilience programme and feel that they are prepared well for life after the academy.	3.
Strategic development and deployment of Pastoral Support Team through enhanced interventions and behaviour support policy to include mentoring, guidance, emotional coaching, social skills development and positive mindset training.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3,4.
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4.

will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £232,528

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

INTENDED OUTCOME 1: Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4 with a focus on Ebacc subjects.

IMPACT SUMMARY: Development of curriculum and Key Stage 4 curriculum aspirational pathways meant an increase in Ebacc entry from 21% to 32% for Year 11 Cohort 2022. Average attainment 8 score for disadvantaged students was 37.98 which was just below intended target of 38.00, Ebacc average point score for disadvantaged students was 3.23 which was above intended target of 3.11, achievement of basics at 4+ for disadvantaged students was 45% which was just below intended target of 50% and achievement of basics at 5+ for disadvantaged students was 25% which was just below intended target of 30%. All 4 Key Performance Indicators for disadvantaged students were higher than 2017, 2018 and 2019. In years 7,8,9 GLS Standardised Assessments in Science and English demonstrate reduced gap between the performance of disadvantaged students in comparison to non-disadvantaged peers based on previous academic year cycle.

INTENDED OUTCOME 2: Improved reading comprehension among disadvantaged pupils across Year 7-10.

IMPACT SUMMARY: Following GLS Termly Assessments and Targeted Reading (Ruth Miskin Read Write Inc) and Literacy (Literacy Tool Box) intervention end of Year impact data show the following for Pupil Premium and SEND students.

Pupil Premium

Year 7

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
81%	72%	78%	58%

Year 8

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
78%	68%	88%	54%

Year 9

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1

91%	66%	93%	68%
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Year 10

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
88%	84%	100%	84%

SEND

Year 7

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
81%	72%	94%	80%

Year 8

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
78%	68%	82%	44%

Year 9

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
91%	66%	78%	55%

Year 10

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
88%	84%	100%	100%

INTENDED OUTCOME 3: Improved numeracy skills among disadvantaged pupils across Year 7-10 including progress in Maths and achievement of 4+ and 5+ Maths.

IMPACT SUMMARY: Progress in Maths element of Progress 8 was the highest of all 4 elements, progress of disadvantaged students in Maths was similar to their non-disadvantaged peers LAPs and MAPs however lower for HAPs. This was the same pattern for attainment, although achievement of 4+ and 5+ maths was higher than in 2017, 2018 and 2019 as was the progress 8 score there was still a gap of -0.51 in terms of progress overall. In years 7,8,9 GLS Standardised Assessments in Maths demonstrate reduced gap between the performance of disadvantaged students in comparison to non-disadvantaged peers based on previous academic year cycle.

INTENDED OUTCOME 4: To achieve sustained improved wellbeing for all pupils, including those who are disadvantaged leading to raising aspirations and higher % of students going onto further education.

IMPACT SUMMARY: 2022 Leavers Destination Data shows as 99%, this is above local authority average, above national average and above 2017, 2018 and 2019, sustained destination data on IDSR release November 2022 shows 93%, this is in line with local authority average and in line with national average, both sets of data show “nothing significant of consideration” on IDSR. Percentage figure of NEET lower than 2017, 2018 and 2019. Student voice at Year 7,8,9,10 evidences higher student understanding of careers, next steps and future pathways particularly at Key Stage 3.

INTENDED OUTCOME 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

IMPACT SUMMARY: Academic Year 2021-2022 whole school attendance figure in line with national average, although attendance of disadvantaged students was below non-disadvantaged peers and lower than in previous academic years in particular at Key Stage 4 there was an improvement in attendance of Year 8 disadvantaged students in comparison to previous academic year and disadvantaged SEND students in comparison to previous academic year. Overall attendance of SEND was in line with national average and shows a 3-year increasing trend.

Externally provided programmes

Programme	Provider
1-1 Tuition – Key Stage 4 Raising Attainment Sessions	My Tutor – On Line Provision
Small Group Subject Masterclass – Key Stage 4 Raising Attainment Sessions	Impress The Examiner – Face To Face Provision
Post 16 Careers Advice 1-1 Meetings and Next Steps Planning – Thurrock Local Authority.	Make Happen – Small Group / Larger Group / Year Group Delivery of Aspirational Strategy Sessions.